Religious Education Policy
September 2025

Date written: September 2025

Written by: Amy Sexton and Aimee Waters (Curriculum Leads)

Approved by Governors: October 2025

Shared with all Staff: October 2025

Frequency of Review: Every three years

Date of Next Review: September 2028

Learning at Stivichall is a passport for life

Religious Education Policy

Contents

- Aims and objectives
- Legal Position
- Curriculum
- Teaching and Learning
- Contribution of R.E. to the teaching in other curriculum areas
- Equal Opportunities and Inclusion
- Assessment and recording
- Resources
- Monitoring and Review

Aims and Objectives

At Stivichall Primary School our Religious Education (RE) curriculum largely follows the updated Coventry and Warwickshire agreed syllabus with additions made to fit the syllabus to our cohort of pupils and the context of our school. The syllabus focuses on representing and celebrating the many different religious communities of Coventry. There is a strong emphasis on the local environment with children learning about subjects such as the Coventry Blitz, the art and architecture of Coventry Cathedral and the Coventry Synagogue. The children are also taught about and take part in charitable events that are run by different religious communities in the local area.



Stivichall School Receiving the Coventry Peace award from the Lord Mayor for the work completed within school to promote peace, friendship and kindness. October 2025

The syllabus uses case studies from religion and worldviews to answer broad enquiry questions. Children learn about Christianity and other main world religions previously named 'the big six' as well as other beliefs linked to their enquiry questions. Care has been taken in the syllabus to match the worldviews to the religious landscape of Coventry and Warwickshire, addressing a historic imbalance in what is taught.

Within this syllabus our teaching encourages pupils to consider their own response to serious questions to do with life, death, God, happiness, existence itself and their views about what is right and wrong. It aims to help pupils to become citizens of the world who can live in harmony with each other. Our teaching is not about telling pupils what religious views they should have but rather assisting them in understanding their own beliefs and how this affects how they see the world. During RE lessons, pupils are invited, through the syllabus, to explore matters of faith, spirituality, peace, reconciliation, community and morality.

"Let's promote friendship and respect between men and women of different religious traditions in order to build a world of peace" Pope Francis.

The aims of Religious Education at Stivichall are to help children:

- Know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- Be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- Become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- Have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.
- Gain firsthand experience of people and places associated with different religious traditions.

- Have respect for other people's differing views, religious beliefs and value systems and to celebrate the diversity in our society.
- Acquire personal characteristics such as integrity, tolerance and empathy as well as other Stivichall values.

Legal Position

All children at Stivichall Primary School are entitled to receive a programme of teaching and learning in Religious Education in line with the Coventry and Warwickshire Agreed Syllabus. It provides a locally-inspired and educationally rigorous basis for good RE in all schools in this area. This conforms to the requirements of the 1988 Education Reform Act (ERA) which states that an agreed syllabus should:

'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

The ERA stipulates that R.E. is compulsory for all children. However, it also states that parents may withdraw their child from R.E. classes if they so wish, but only after parents have given written notice to the school governors. Parents have the right to withdraw their child for part or all of the RE curriculum and should be made aware of the curriculum content to better inform their decisions. Any such requests should be submitted in writing to the school office via email or letter and should allow sufficient time for school to action the request. The ERA also allows teachers to refuse to teach R.E., but only after they have given due notice of their intention to the school governors. The R.E. curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship and British values.

Time Allocation:

The recommended times are based on the need to cover the agreed syllabus and the requirement that religious education will be taught for a reasonable period of time in all Key Stages. Acts of collective worship may contribute to pupils' overall religious education, but they are not to be included in these time recommendations. Visits to places of worship, talks from visitors and special assemblies delivered by religious communities are included.

EYFS - 36 hours of RE (e.g. weekly 50-60 minute lessons or some short sessions implemented through continuous provision)

KS1 - 36 hours of tuition per year (e.g. weekly hour-long lessons, or less than an hour a week plus a series of RE days)

KS2 - 45 hours of tuition per year (e.g. weekly 60-75 minute lessons, or a series of RE days or weeks that cumulatively amount to 45+ hours of RE in the year)



Children in EYFS enjoying a visit to St Martins Church

Curriculum

Worldviews

The new Coventry and Warwickshire agreed syllabus teaches RE from a worldview's perspective. This includes not only looking at how children see the world but how they experience it. They will learn that worldviews also underpin the decisions they make, the places they visit and the objects and artefacts that are important to them. The syllabus aims for children to develop a deep understanding of their own worldview and how it may have developed but also an understanding and tolerance of the worldviews of others around them.

Syllabus Structure

The syllabus is structured as a spiral curriculum with seven core concepts being repeatedly encountered and revisited from different angles. These seven core concepts are introduced in stages with only three being taught in the Early Years foundation stage right up to all seven being encountered regularly in upper KS2. Each concept is linked to at least two of the following disciplines: Theology, History, Philosophy and Human and Social Sciences. As the children encounter different disciplines, they will develop their disciplinary knowledge and disciplinary skills.

The Coventry and Warwickshire agreed syllabus outlines below what is taught in each core concept in relation to each key stage. (Taken from the Coventry and Warwickshire agreed syllabus structure)

Belonging and Believing

- "How people show they belong together using case studies from religious and non-religious worldviews to explore examples of clothing, communal places and celebrations as expressions of belonging (EYFS)
- How people demonstrate and celebrate their shared worldviews, using worldview case studies to explore similarity and diversity in rites of passage/celebration of life events, ceremonies, celebration of festivals and the ritual and use of artefacts (KS1)
- How some individual worldviews may connect with organised worldviews in diverse ways, using case studies from a range of religious worldviews to explore the diverse ways individuals might feel they do, or do not, belong to communities expressing organised worldviews, as well as a range of religious and non-religious worldviews (LKS2)
- The significance of Jesus through time and for different people, investigating how Jesus is perceived by those with religious worldviews other than Christian and by those with non-religious worldviews, exploring the diversity of expression of Jesus around the world and the challenges of a dominant white western representation (UKS2)"

Wisdom and Guidance

- "How and why individuals from sacred stories can still inspire people today, making links with appropriate concepts that give rise to the celebration of festivals in diverse expressions (EYFS)
- The various sources individuals may turn to for guidance in life, including inspiration for those with non-religious worldviews and the pervasive example of the 'Golden Rule' as a concept stretching across many worldviews (KS1)
- How worldviews can be both shaped and expressed through art and architecture, using Coventry Cathedral as an example of architecture communicating ideas of the divine and transcendent. Exploring case studies that illustrate the impression buildings can make on people, impacting them as embodied expressions of religious traditions and the communal worldviews of faith communities (LKS2)

- Why ancient stories are still relevant to worldviews today and how these might be interpreted differently, introducing pupils to hermeneutics (the art of skill of interpretation), the concept of revelation and interpretation and the impact of historical-social context on author, reader and community now and in the past (UKS2)"

Personal Responsibility

- "How concepts of friendship, kindness and how to treat others are developed within organised worldviews, often through connections with sacred texts and special stories, taking a particular focus on the 'Golden Rule' that is so influential in many worldviews as a guiding principle for right and wrong and the starting point of morality for many (EYFS)
- How worldviews impact and shape how people choose to live, especially through concepts of kindness, friendship and respect, using stories from sacred texts to illustrate this, as well as exploring concepts that cross many religious and non-religious worldviews, such as the 'Golden Rule' and ideas about right and wrong (KS1)
- How worldviews may lead people to do difficult and challenging things because of their beliefs and values, emphasising the idea of worldviews as 'embodied', providing challenge, embracing ritual and using case studies from a range of religious and non-religious worldviews that illustrate how choices around food, clothing, charitable action and moral behaviour might be made (LKS2)
- How ideas about death and beyond are understood and can impact upon the way in which life is lived, exploring theological and philosophical ideas about the self/soul and life after death, funeral practices and concepts that challenge these such as doubt and suffering, explored through case studies drawn from religious and non-religious worldviews (UKS2)"

Living Well

- "Who Jesus was in terms of his historical and spiritual significance for most Christians and those from other worldviews, exploring the significance of the incarnation for most of those with Christian worldviews and the beliefs held about Jesus as an example of 'living well' as moral teacher, prophet and healer by most of those with Christian and other religious and non-religious worldviews (KS1)
- How religion and worldviews can shape and express ideas about conflict, forgiveness, peace and reconciliation, beginning with the global message of reconciliation from Provost Howard in 1940 and exploring these concepts in a range of worldviews, exploring peace and reconciliation expressed in embodied religion and worldviews locally, nationally and globally (LKS2)
- How religion and worldviews may or may not help somebody to decide what living well looks like and to live in accordance with those ideas and beliefs, illustrating the concept of transformation and the outworking of morality as worldviews are inhabited (UKS2)

Authority and Power

- "How different things and people hold power and authority within individual and organised worldviews, using case studies from a range of worldviews with a focus on ideas about a deity/supreme being, important figures, inspiring texts and values that are often shared with those inhabiting non-religious worldviews (KS1)
- How those with theistic worldviews might understand 'God'/the Divine in different ways, using worldviews as case studies, whilst also acknowledging the unhelpful binary of religious/non-religious worldviews (LKS2)
- How individuals from within organised worldviews might look for 'truth' in sacred texts in different ways, using worldviews case studies as diverse and sometimes opposing answers to the question 'what is truth?' (UKS2)"

Changes

- "How what happens in a place and time can shape both individual and organised worldviews, using the example of Coventry Cathedral and its reconciliation story as a local case study with a national and global impact (KS1)
- How nature, the seasons and concepts of time can shape the way in which individuals and communities live and how organised religion and worldviews express belief and meaning (LKS2)
- How shifts in culture and society impact on religion and worldviews at individual and community level (UKS2)
- How personal worldviews can express ideas from organised worldviews differently and the contribution identity can make, taking the impact of diversity on expressed and embodied worldviews (KS3)"

Grand Narratives

- "How history and religion have entwined and influenced each other in the area in which we live, using the impact of Henry VIII's Dissolution of the Monasteries locally through lost places of worship, the conflict of two Christian worldviews in the struggle of the Gunpowder Plotters, the worldviews of Shakespeare and George Eliot and the insight these can bring to religious life and worldviews of the past in Coventry and Warwickshire, as well as more modern impact of the arrival of places of worship on communities, (lower KS2)
- How ideas and beliefs about the land and the lived environment can shape individual and organised worldviews and how people choose to act, using worldviews case studies, the concept of pilgrimage to sacred sites in different worldviews and the impact of conflicting worldviews and ownership and the concept of 'lands of belonging' (LKS2)"

Teaching and Learning

At Stivichall, we believe that it is important for children to have a variety of experiences:

- Visits to various places of worship

- Representatives from different religious groups visit school to talk to the children. We have an established relationship with the team at St Martin's church who see each year group at least once in an academic year either in school or church to strengthen teaching and learning of the Christian faith.

- Interfaith week as a springboard to reflect upon and to explore faith, values and spirituality in a deeper way.

- The use of creativity: art, drama, music and assembly performances to enrich their understanding of beliefs teachings and practices in different faiths.

- The use of artefacts, artwork and videos to stimulate discussion and further their thinking.

We recognise that all classes in our school have children of differing abilities and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting open-ended tasks which can have a variety of responses
- Setting tasks of increasing difficulty, where necessary
- Grouping children by ability and setting different tasks for each group, where necessary
- Providing resources of different complexity, adapted to the ability of the child
- Using teaching assistants to support the work of individuals or groups of children

- Providing resources for groups or individuals to scaffold their learning, where needed

Contribution of R.E. to the teaching of other subjects

English - R.E. contributes significantly to the teaching of English by actively promoting the skills needed for reading, writing, speaking and listening. R.E. allows the opportunity to use different genres of writing and also for drama.

I.C.T. - We use I.C.T. where appropriate and where it supports the teaching of the learning objectives for the R.E. lesson. The children find, select and analyse information using the internet, software and appropriate web-based resources. These provide access to authentic texts, images, sounds, people and places relating to a wide variety of religions and cultures. The level of ICT skill required in the lesson will be appropriate and the RE lesson will not be used to teach ICT skills.

Personal, Social and Health Education (P.S.H.E.) and British Values - Through our R.E. lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, Moral, Social and Cultural development (S.M.S.C) - Through teaching R.E. in school we offer opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of faith and values and in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Art - Art features in many faiths so R.E. lessons can contribute to looking at and trying a variety of styles of art, whilst allowing opportunities to reflect on the faith being studied.

Oracy- The new Coventry and Warwickshire Syllabus allows for ample opportunities to embed oracy. The nature of the lessons themselves have a strong focus on academic discussions. Children can use a variety of talk tactics within their lessons to develop their communication skills as well as their understanding of religion.

Equal Opportunities and Inclusion

All pupils have an equal entitlement to learning in Religious Education, irrespective of social background, culture, race, religion, gender, differences in abilities and disabilities. When teaching R.E. we ensure that the learning opportunities provided are matched to the needs of all children, taking into account the targets set for individual children.

Assessment and recording

Recording in R.E. can take a number of forms. This might be reflective diaries, artwork, written work, or discussion. Teachers assess the children's work by making informal judgements once a piece of work has been completed or through observations made in class. On completion of a piece of work, the teacher assesses the

work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future.

Throughout each topic, at worldview checkpoints, children reflect upon the enquiry question. This allows teachers to see how their understanding of the topic from their own perspective changes throughout the unit.

Throughout the topic, children also carry out assessment tasks (Progress Pauses). These assess the substantive knowledge that the children have acquired and contribute towards teacher assessments at the end of units.

Resources

We have resources in our school to be able to teach all our RE teaching units. These are kept in a central store, where there is a box of equipment for each faith. There are Bibles for both Key Stages, and a collection of religious artefacts which we use to enrich teaching in RE. With the introduction of the new syllabus, we have added new texts to enhance teaching and learning. The school library has a good supply of RE topic books to support the children's individual research. Planning resources from R.E. today are kept in the PPA room for teachers to use. There are also useful teaching resources on the server in the Religious Education folder.

Monitoring and Review

The R.E. subject leaders are responsible for monitoring the standards of the children's work and the quality of teaching in R.E. They are responsible for supporting colleagues in the teaching of R.E., for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The R.E. co-ordinators also monitors the strengths and weaknesses in the subject and indicates areas for further improvement as and when necessary through the use of a subject action plan.